

EDUCATION SERVICES BRANCH CALIFORNIA EDUCATION AUTHORITY

The education section of the Consent Decree Remediation Plan is in response to six areas identified by the findings and recommendation of the education experts in the Education Program Review of the California Youth Authority, December 2003.

I. OVERVIEW, PHILOSOPHY AND PROGRAM POLICY

The Youth Authority Act establishes the purpose of the California Youth Authority, to protect society by providing treatment and training directed toward the correction and rehabilitation of youth who have committed public offences (Welfare and Institutions (W&I) Code § 1700). The California Youth Authority's vision is to contribute to the public safety of the citizens of California by maintaining a safe and secure therapeutic environment, which will result in the optimum delivery of rehabilitative services for wards charged to its care; and the mission is to contribute to the protection of society from the consequences of criminal activity by providing youthful offender rehabilitation through education, training, treatment, and parole services that provide a continuum of care and assist with the re-integration of youthful offenders into society.

The Superintendent of Education who is responsible for managing education programs within the Department leads the Education Services Branch of the Youth Authority. The Superintendent of Education serves as a member of the Director's Executive Committee. The Superintendent of Education is the only position in the Department of the Youth Authority other than the Director established in statute (W&I Code 1120.1) and is responsible for administration and oversight of all functions for all education programs including:

- Approving all major education program changes such as new courses, new programs, program deletions and realignment of staff
- Appointing Managers, Supervisors and staff
- Providing clear communication and cooperation with others who work with our students in order to provide quality education to all our students

The Education Services Branch of the California Youth Authority (CYA) operates as a local education agency (LEA) established in statute as the correctional education authority and is known as the California Education Authority (CEA) (W&I Code § 1120.2). The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner. The following Student Learning Outcomes evolved from the California Education Authority mission statement. Students are Good Citizens: They respect themselves and others, display moral character and meet their obligations to family and society. Students Value Education: They are motivated and know how to learn, adapt and succeed in a rapidly changing world. Students are Self-reliant: They have career goals, occupational skills and effective work habits. Students are Good Communicators: They think, listen, speak, read

and write effectively. Students are Culturally Literate: They understand the significance of history, literature, art and religion in a diverse and independent world. Students are Mathematically Functional: They apply mathematics to reason and calculate. Students are Scientific and Resourceful: They evaluate systematically and use appropriate resources, including technology, to solve problems.

The Branch Deputy Director/Superintendent of Education is responsible for all aspects of the education program for 8 high schools within Youth Authority facilities, 1 satellite school in the Sacramento parole center and 2 satellite programs located in the Department's youth conservation camps. The CEA consists of central program oversight, support and field operations. Four program managers and additional staff under the direction of the Superintendent of Education administer central program oversight and support. Field operations are managed by site Principals. Each of the CEA high schools is Western Association of Schools and Colleges (WASC) accredited, two at the highest level awarded. The core education program has the basic components of a comprehensive secondary education system infused with value-based character education concepts (W&I Code 1120.1). The courses are standards-driven, that is, students must achieve specific measurable outcomes in order to progress through the curriculum. The three major components of the core program are middle school, high school including GED preparation and post secondary (W&I Code 1120.2). The CEA course of study must meet the *Content Standards for California Public Schools* adopted by the State Board of Education (W&I Code 1120.2). Each of these components includes appropriate academic preparation, career-technical preparation and life survival skills. Progress through the core program for special needs students is supported by supplementary services including: special education, English learner services and basic skills enhancement. General fund resources and several state and federal education grants support the core program and supplementary services. All non-high school graduate students have a high school graduation plan that is reviewed periodically by education and treatment staff for progress in completing the required courses. A key goal for education services is to prepare students for successful transition to the community upon release.

To qualify for a high school diploma, CEA students must earn 200 credits in a range of subject matter consistent with the California Education Code and pass the California High School Exit Exam (Education Code Section 51225.3, CEA Manual Section 4050-4060).

Education is a right for all students who are not high school graduates or equivalency graduates. The CYA/CEA is required to develop a High School Graduation Plan (HSGP) and enroll each non-graduate student in an appropriate education program (W&I Code 1120.1). Each regular education student who scores below the minimum level on the academic achievement assessments at entry or is not making appropriate progress on completion of their High School Graduation Plan must be referred to the School Consultation Team (SCT) process. This regular education process includes the student, an administrator, the referring teacher, other education staff and treatment staff. They review the problems with the student's progress and develop an intervention plan. The student remains under the SCT intervention plan and is reviewed each 30 days for progress and adjustments to the interventions. The student will be continued on the SCT

intervention plan until he/she no longer needs the support of an SCT plan. If the intervention plan is not successful the student may be referred to supplementary services including special education (Education Code Section 55303, CEA Special Education Manual, Section 3010-3020).

After the resources of regular education have been exhausted and the student continues to not meet the criteria for sufficient progress he/she may be referred to special education. The screening, identification, placement, special services and access to education are all parts of the special education process guaranteed by state and federal statute and regulation to increase these students success in the core education program (Education Code Part 30, Individuals with Disabilities Education Act, 20 U.S.C., Chapter 33, Sections 1400 and 1403).

Students with a primary language other than English and identified as English learners are provided English Learner Services through screening, identification, special services and supported access to the core education program (Title VI of the Civil Rights Act of 1964, Education Code 52160-52178).

A key goal for education services is to prepare students for successful transition to the community upon release. For over 80 years, starting with the leadership of Fred C. Nelles at the Whittier State School, personalized counseling coordinated with academic and vocational education emphasizing character development has been the cornerstone of the Youth Authority. Each of the Department's facilities over the past 100 years has included from its design education as an essential element.

In 1996, a Rand Corporation study reported that of all crime prevention methods, "education is the most cost-effective." CYA parole statistics since 1985 have shown that parolees are 3-5 times more likely to succeed on parole if they have earned a high school diploma or GED prior to being paroled. Because of this compelling data, a high school graduation or equivalency certification policy was implemented May 1, 1998. This policy states that students who have not earned a high school diploma are required to have an individualized High School Graduation Plan leading to a high school diploma or equivalency certificate including the GED certificate. The High School Graduation Plan may be complete while in CYA or during parole.

There are eight California Education Authority high schools within Youth Correctional Facilities:

CEA High School

CYA Youth Correctional Facility

James A. Wieden High School,
Sacramento Parole School and
Pine Grove School
Johanna Boss High School
DeWitt Nelson High School
N. A. Chaderjian High School
Marie C. Romero High School
Mary B. Perry High School
Lyle Egan High School
Jack B. Clarke High School

Preston Youth Correctional Facility,
Sacramento Parole, and Pine Grove Camp
O. H. Close Youth Correctional Facility
DeWitt Nelson Training Center
N. A. Chaderjian Youth Correctional Facility
El Paso de Robles Youth Correctional Facility
Ventura Youth Correctional Facility
Heman G. Stark Youth Correctional Facility
Southern Youth Correctional Reception and
Center Clinic

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II. STAFFING

Having sufficient quality staffing is the major resource needed to reach and maintain compliance and provide a quality education to our students. Recruitment and retention of quality staff is in direct correlation to the salary and working conditions in the CEA high schools as they relates to other public schools in California. The CEA will remediate the proceeding five education deficiencies by having an adequate stable quality workforce.

The experts noted that the CEA does not employ an adequate number of credentialed teachers/specialists and substitutes in both general education and special education. The current number of teacher and specialist positions is not adequate to ensure each non-graduate has access to each required content area, a minimum school day and supplemental services to support completion of the requirements for high school graduation. According to the experts, there is a need for differentiated staffing due to the numerous specialty units and restricted settings that require a higher staffing ratio. Currently, specialized treatment programs are not created with the necessary funding to ensure student access to education in special or restricted settings. The current staffing formula uses a baseline developed many years ago and should be updated to meet the unique needs of the ward population. The number of regular and special education teachers allocated is not adequate to meet the current 15:1 and 12:1 staffing ratios. At each CEA high school, teachers' assignments should be in their credentialed authorizations only.

The experts also stated that the CYA is unable to recruit and retain credentialed teachers and specialists due to the inability to provide competitive salaries and due to the changing availability of funding. Due to budgetary constraints, the funding for teacher positions is eliminated monthly if the ward population drops by 15 wards. There is an agreement with the Department of Finance that based on the February 2003 California Youth Authority Report On Education Funding Levels (Supplemental Report of 2002 Budget Act, Item 5460-011-0001) the funding of teacher positions and the relief teachers at 15% will be accomplished incrementally by not eliminating funding due to declining population until the Report's requested ratios are reached. The CYA will develop a proposal for the Department of Finance by May 2005 to budget instructional positions for the following fiscal year on an annual projection adjusted for declining population once at the end of each fiscal year.

The CYA/CEA commits to a minimum two year implementation through the budget process commencing with the 2005-06 fiscal year that will update the funding formulas/ratios to the levels noted in the following paragraph (including added funding/ratios for restricted settings and substitute teachers). Through this process, additional positions for non-credentialed staff will be added to deliver required, but previously unfunded, non-instructional activities.

CEA has identified the required level of: 1) credentialed administrators and non-instructional staff to develop, support, lead and manage a quality education delivery system; 2) credentialed teachers, instructors (at least one teacher in each content area needed for graduation and 12:1 general education, 10:1 special day class and special programs (ITP, SCP, SOP), 5:1 restricted programs and specialists to deliver quality education services or provide instructional support (at least one teacher or specialist for each supplemental service area and additional specialists at 1:104 service hours per month based on actual IEP hours), relief teachers and specialists at 15% (this percentage will be reviewed and may need to be adjusted until the Academic Calendar is in place, the rate of closed classrooms due to instructional staff absence and teacher/specialist vacancies are at or below 5%) and 3) non-credentialed support staff to perform services necessary to enable a quality education system and for which a credential is not required. The relief factor of 15% is based on the recommendation of the education experts and the study done for the February 2003 California Youth Authority Report On Education Funding.

Each high school, regardless of population, shall have a minimum complement of credentialed staff to include at least one teacher credentialed in each content area needed for graduation (English, math, life science, physical science, history, economics, government, art or foreign language, physical education, career-technical and English language development [11]) and additional teachers based on appropriate ratios, and a minimum of at least one teacher or specialist needed for each supplementary service area (special day class, resource specialist program, school/learning counseling, and speech therapy [4]) and additional specialists based on actual IEP service hours (one specialist for each 104 hours of service per month). Each high school serving restricted programs shall have at least two school psychologists. All calculations except relief are rounded up to the nearest full position to ensure services are provided and to remove the barrier to recruitment and retention presented by part time positions. Given that the population of the California Youth Authority is changing, there will be times when incremental increases in student classroom population occur. These incremental increases will not automatically require the hiring of additional staff.

Remedial Plan Requirements	Number of Students/Monthly Service Hours/Criteria	Remedial Plan PYs With Relief @15 %
Teacher High School & ELD minimum 11 + @ 12:1 over 132 students	Number of Regular Education Including EL Students	11+1:12+15%
Teacher High School @ 1:10	Number of Special Program Students	1:10+15%
Teacher High School @ 1:5	Number of Restricted Program Students	1:5+15%
Teacher High School On Special Assignment 1 Per high school	For Coach/Mentor/Induction Program	1
Sr. Librarian or Teacher Librarian 1	For School & Law Library	1

per high school		
Library Assistant 1 per high school with over 500 students	For Special/ Restricted Program Services	1 at 500+ students
Teaching Assistant @ 1:12 for English learner services (EL) students + 2 for each restricted program	By Number of EL Students By Number of Restricted Programs	1:12+ 2+15%
Associate Governmental Programmer Analyst 3 per high school	For Scheduler, Assessment Coordinator & Education Data Management	3
Sr. Information Systems Analyst 1 per high school	For Education Network Management	1
Management Services Technician 1 per school	For High School Registrar	1
Offices Services Supervisor I 1 per high school over 500 students	For School Office Manager	1
Office Technician 1 per high school + 1 per high school over 500 students	For School Secretary/ Program Support	1+1 @ 500 students
Office Assistant 2 per high school	For Program Support	2
Assistant Principal 2 per high school + 1 per high school @ 100 staff + 1 per high school @ 150 staff	For Academic, Special Program & Career-Technical	2+ 1 @ 100 + 1@ 150
Principal 1 per high school		1
Special Education Positions		
Management Services Technician 1 per school	For Special Education Coordinator	1
Teacher Emotional/Learning Handicapped (Special Day Class Teacher) minimum 1 + @ 10:1 over 10 students	Number of Students with Special Day Class on IEP	1+1:10+15%
Resource Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP	1+1:104 Hrs +15%
School Psychologist minimum 1 + @ 1:104 service hours per month over 104 hours + 1 for restricted program	By Monthly Service Hours on IEP	1+1:104 Hrs +15%
Language, Speech & Hearing Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP	1+1:104 Hrs +15%
Teaching Assistant @ 1:1 for Special Day Class Teacher (SDC) & Resource Specialist (RS)	By Number of SDC Teachers & Resource Specialists	1:1+15%

The general fund Prop 98 and Non-Prop 98 funding based on the above model and formulas needed for education staffing at each high school and satellite program based on the projected July 2005 CYA population (calculations except relief are rounded up to the nearest full position to ensure services are provided and to remove the barrier to recruitment and retention presented by part time positions) is as follows:

Jack B. Clarke High School

Remedial Plan Requirements	Number of Students/Monthly Service Hours/Criteria	Remedial Plan PYs	Relief @ 15%
Teacher High School & ELD minimum 11 + @ 12:1 over 132 students	Number of Regular Education Including EL Students 190	16	2.4
Teacher High School @ 1:10	Number of Special Program Students 75	8	1.2
Teacher High School @ 1:5	Number of Restricted Program Students 0	0	0
Teacher High School On Special Assignment 1 Per high school	For Coach/Mentor/Induction Program	1	0
Sr. Librarian or Teacher Librarian 1 per high school	For School & Law Library	1	0
Library Assistant 1 per high school with over 500 students	For Special/ Restricted Program Services	0	0
Teaching Assistant @ 1:12 for English learner services (EL) students + 2 for each restricted program	By Number of EL Students 44 By Number of Restricted Programs 0	4	0.57
Associate Governmental Programmer Analyst 3 per high school	For Scheduler, Assessment Coordinator & Education Data Management	3	0
Sr. Information Systems Analyst 1 per high school	For Education Network Management	1	0
Management Services Technician 1 per school	For High School Registrar	1	0
Offices Services Supervisor I 1 per high school over 500 students	For School Office Manager	0	0
Office Technician 1 per high school + 1 per high school over 500 students	For School Secretary/ Program Support	1	0
Office Assistant 2 per high school	For Program Support	2	0

Assistant Principal 2 per high school + 1 per high school @ 100 staff + 1 per high school @ 150 staff	For Academic, Special Program & Career-Technical	2	0
Principal 1 per high school		1	0
Special Education Positions		0	0
Management Services Technician 1 per school	For Special Education Coordinator	1	0
Teacher Emotional/Learning Handicapped (Special Day Class Teacher) minimum 1 + @ 10:1 over 10 students	Number of Students with Special Day Class on IEP 31	3	0.45
Resource Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 284	3	0.45
School Psychologist minimum 1 + @ 1:104 service hours per month over 104 hours + 1 for restricted program	By Monthly Service Hours on IEP 118	1	0.15
Language, Speech & Hearing Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 48	1	0.15
Teaching Assistant @ 1:1 for Special Day Class Teacher (SDC) & Resource Specialist (RS)	By Number of SDC Teachers 3 & Resource Specialists 3	6	0.9
Total Positions		56	6.27
Clinic Function Positions:			
Resource Specialist		3	0.45
School Psychologist		1	0.15
Language, Hearing & Speech Specialist		1	0.15
Management Services Technician		1	0
Teaching Assistants		5	0.75
Office Technician		1	0

Johanna Boss High School

Remedial Plan Requirements	Number of Students/Monthly Service Hours/Criteria	Remedial Plan PYs	Relief @ 15%
Teacher High School & ELD minimum 11 + @ 12:1 over 132 students	Number of Regular Education Including EL Students 161	13	1.95
Teacher High School @ 1:10	Number of Special Program Students 110	11	1.65
Teacher High School @ 1:5	Number of Restricted Program Students 0	0	0
Teacher High School On Special Assignment 1 Per high school	For Coach/Mentor/Induction Program	1	0
Sr. Librarian or Teacher Librarian 1 per high school	For School & Law Library	1	0
Library Assistant 1 per high school with over 500 students	For Special/ Restricted Program Services	0	0
Teaching Assistant @ 1:12 for English learner services (EL) students + 2 for each restricted program	By Number of EL Students 45 By Number of Restricted Programs 0	4	0.57
Associate Governmental Programmer Analyst 3 per high school	For Scheduler, Assessment Coordinator & Education Data Management	3	0
Sr. Information Systems Analyst 1 per high school	For Education Network Management	1	0
Management Services Technician 1 per school	For High School Registrar	1	0
Offices Services Supervisor I 1 per high school over 500 students	For School Office Manager	0	0
Office Technician 1 per high school + 1 per high school over 500 students	For School Secretary/ Program Support	1	0
Office Assistant 2 per high school	For Program Support	2	0
Assistant Principal 2 per high school + 1 per high school @ 100 staff + 1 per high school @ 150 staff	For Academic, Special Program & Career-Technical	2	0
Principal 1 per high school		1	0
Special Education Positions		0	0
Management Services Technician 1 per school	For Special Education Coordinator	1	0
Teacher Emotional/Learning	Number of Students with	3	0.45

Handicapped (Special Day Class Teacher) minimum 1 + @ 10:1 over 10 students	Special Day Class on IEP 31		
Resource Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 945	9	1.35
School Psychologist minimum 1 + @ 1:104 service hours per month over 104 hours + 1 for restricted program	By Monthly Service Hours on IEP 125	1	0.15
Language, Speech & Hearing Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 195	2	0.3
Teaching Assistant @ 1:1 for Special Day Class Teacher (SDC) & Resource Specialist (RS)	By Number of SDC Teachers 3 & Resource Specialists 9	12	1.8
Total Positions		69	8.22

DeWitt Nelson High School

Remedial Plan Requirements	Number of Students/Monthly Service Hours/Criteria	Remedial Plan PYs	Relief @ 15%
Teacher High School & ELD minimum 11 + @ 12:1 over 132 students	Number of Regular Education Including EL Students 284	24	3.6
Teacher High School @ 1:10	Number of Special Program Students 121	12	1.8
Teacher High School @ 1:5	Number of Restricted Program Students 0	0	0
Teacher High School On Special Assignment 1 Per high school	For Coach/Mentor/Induction Program	1	0
Sr. Librarian or Teacher Librarian 1 per high school	For School & Law Library	1	0
Library Assistant 1 per high school with over 500 students	For Special/ Restricted Program Services	0	0
Teaching Assistant @ 1:12 for English learner services (EL) students + 2 for each restricted program	By Number of EL Students 63 By Number of Restricted Programs 0	5	0.75
Associate Governmental Programmer Analyst 3 per high	For Scheduler, Assessment Coordinator & Education	3	0

school	Data Management		
Sr. Information Systems Analyst 1 per high school	For Education Network Management	1	0
Management Services Technician 1 per school	For High School Registrar	1	0
Offices Services Supervisor I 1 per high school over 500 students	For School Office Manager	0	0
Office Technician 1 per high school + 1 per high school over 500 students	For School Secretary/ Program Support	1	0
Office Assistant 2 per high school	For Program Support	2	0
Assistant Principal 2 per high school + 1 per high school @ 100 staff + 1 per high school @ 150 staff	For Academic, Special Program & Career-Technical	2	0
Principal 1 per high school		1	0
Special Education Positions		0	0
Management Services Technician 1 per school	For Special Education Coordinator	1	0
Teacher Emotional/Learning Handicapped (Special Day Class Teacher) minimum 1 + @ 10:1 over 10 students	Number of Students with Special Day Class on IEP 15	2	0.3
Resource Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 213	2	0.3
School Psychologist minimum 1 + @ 1:104 service hours per month over 104 hours + 1 for restricted program	By Monthly Service Hours on IEP 31	1	0.15
Language, Speech & Hearing Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 20	1	0.15
Teaching Assistant @ 1:1 for Special Day Class Teacher (SDC) & Resource Specialist (RS)	By Number of SDC Teachers 2 & Resource Specialists 2	4	0.6
Total Positions		65	7.65

NA Chaderjian High School

Remedial Plan Requirements	Number of Students/Monthly Service Hours/Criteria	Remedial Plan PYs	Relief @ 15%
Teacher High School & ELD minimum 11 + @ 12:1 over 132 students	Number of Regular Education Including EL Students 279	23	3.45
Teacher High School @ 1:10	Number of Special Program Students 210	21	3.15
Teacher High School @ 1:5	Number of Restricted Program Students 70	14	2.1
Teacher High School On Special Assignment 1 Per high school	For Coach/Mentor/Induction Program	1	0
Sr. Librarian or Teacher Librarian 1 per high school	For School & Law Library	1	0
Library Assistant 1 per high school with over 500 students	For Special/ Restricted Program Services	1	0
Teaching Assistant @ 1:12 for English learner services (EL) students + 2 for each restricted program	By Number of EL Students 91 By Number of Restricted Programs 2	12	1.8
Associate Governmental Programmer Analyst 3 per high school	For Scheduler, Assessment Coordinator & Education Data Management	3	0
Sr. Information Systems Analyst 1 per high school	For Education Network Management	1	0
Management Services Technician 1 per school	For High School Registrar	1	0
Offices Services Supervisor I 1 per high school over 500 students	For School Office Manager	1	0
Office Technician 1 per high school + 1 per high school over 500 students	For School Secretary/ Program Support	2	0
Office Assistant 2 per high school	For Program Support	2	0
Assistant Principal 2 per high school + 1 per high school @ 100 staff + 1 per high school @ 150 staff	For Academic, Special Program & Career-Technical	3	0
Principal 1 per high school		1	0
Special Education Positions		0	0
Management Services Technician 1 per school	For Special Education Coordinator	1	0
Teacher Emotional/Learning Handicapped (Special Day Class Teacher) minimum 1 + @ 10:1	Number of Students with Special Day Class on IEP 45	5	0.75

over 10 students			
Resource Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 804	8	1.2
School Psychologist minimum 1 + @ 1:104 service hours per month over 104 hours + 1 for restricted program	By Monthly Service Hours on IEP 114	2	0.3
Language, Speech & Hearing Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 107	1	0.15
Teaching Assistant @ 1:1 for Special Day Class Teacher (SDC) & Resource Specialist (RS)	By Number of SDC Teachers 5 & Resource Specialists 8	13	1.95
Total Positions		117	14.85

Lyle Egan High School

Remedial Plan Requirements	Number of Students/Monthly Service Hours/Criteria	Remedial Plan PYs	Relief @ 15%
Teacher High School & ELD minimum 11 + @ 12:1 over 132 students	Number of Regular Education Including EL Students 437	36	5.4
Teacher High School @ 1:10	Number of Special Program Students 299	30	4.5
Teacher High School @ 1:5	Number of Restricted Program Students 90	18	2.7
Teacher High School On Special Assignment 1 Per high school	For Coach/Mentor/Induction Program	1	0
Sr. Librarian or Teacher Librarian 1 per high school	For School & Law Library	1	0
Library Assistant 1 per high school with over 500 students	For Special/ Restricted Program Services	1	0
Teaching Assistant @ 1:12 for English learner services (EL) students + 2 for each restricted program	By Number of EL Students 131 By Number of Restricted Programs 2	15	2.25
Associate Governmental Programmer Analyst 3 per high school	For Scheduler, Assessment Coordinator & Education Data Management	3	0
Sr. Information Systems Analyst	For Education Network	1	0

1 per high school	Management		
Management Services Technician 1 per school	For High School Registrar	1	0
Offices Services Supervisor I 1 per high school over 500 students	For School Office Manager	1	0
Office Technician 1 per high school + 1 per high school over 500 students	For School Secretary/ Program Support	2	0
Office Assistant 2 per high school	For Program Support	2	0
Assistant Principal 2 per high school + 1 per high school @ 100 staff + 1 per high school @ 150 staff	For Academic, Special Program & Career-Technical	4	0
Principal 1 per high school		1	0
Special Education Positions		0	0
Management Services Technician 1 per school	For Special Education Coordinator	1	0
Teacher Emotional/Learning Handicapped (Special Day Class Teacher) minimum 1 + @ 10:1 over 10 students	Number of Students with Special Day Class on IEP 50	5	0.75
Resource Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 2009	19	2.85
School Psychologist minimum 1 + @ 1:104 service hours per month over 104 hours + 1 for restricted program	By Monthly Service Hours on IEP 114	2	0.3
Language, Speech & Hearing Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 68	1	0.15
Teaching Assistant @ 1:1 for Special Day Class Teacher (SDC) & Resource Specialist (RS)	By Number of SDC Teachers 5 & Resource Specialists 19	24	3.6
Total Positions		169	22.5

Marie C. Ramero High School

Remedial Plan Requirements	Number of Students/Monthly Service	Remedial Plan PYs	Relief @ 15%
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	Hours/Criteria		
Teacher High School & ELD minimum 11 + @ 12:1 over 132 students	Number of Regular Education Including EL Students 115	11	1.65
Teacher High School @ 1:10	Number of Special Program Students 48	5	0.75
Teacher High School @ 1:5	Number of Restricted Program Students 30	6	0.9
Teacher High School On Special Assignment 1 Per high school	For Coach/Mentor/Induction Program	1	0
Sr. Librarian or Teacher Librarian 1 per high school	For School & Law Library	1	0
Library Assistant 1 per high school with over 500 students	For Special/ Restricted Program Services	0	0
Teaching Assistant @ 1:12 for English learner services (EL) students + 2 for each restricted program	By Number of EL Students 36 By Number of Restricted Programs 1	5	0.75
Associate Governmental Programmer Analyst 3 per high school	For Scheduler, Assessment Coordinator & Education Data Management	3	0
Sr. Information Systems Analyst 1 per high school	For Education Network Management	1	0
Management Services Technician 1 per school	For High School Registrar	1	0
Offices Services Supervisor I 1 per high school over 500 students	For School Office Manager	0	0
Office Technician 1 per high school + 1 per high school over 500 students	For School Secretary/ Program Support	1	0
Office Assistant 2 per high school	For Program Support	2	0
Assistant Principal 2 per high school + 1 per high school @ 100 staff + 1 per high school @ 150 staff	For Academic, Special Program & Career-Technical	2	0
Principal 1 per high school		1	0
Special Education Positions		0	0
Management Services Technician 1 per school	For Special Education Coordinator	1	0
Teacher Emotional/Learning Handicapped (Special Day Class Teacher) minimum 1 + @ 10:1 over 10 students	Number of Students with Special Day Class on IEP 50	5	0.75
Resource Specialist minimum 1	By Monthly Service Hours	3	0.45

+ @ 1:104 service hours per month over 104 hours	on IEP 293		
School Psychologist minimum 1 + @ 1:104 service hours per month over 104 hours + 1 for restricted program	By Monthly Service Hours on IEP 172	2	0.3
Language, Speech & Hearing Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 111	1	0.15
Teaching Assistant @ 1:1 for Special Day Class Teacher (SDC) & Resource Specialist (RS)	By Number of SDC Teachers 5 & Resource Specialists 3	8	1.2
Total Positions		60	6.9

James A. Wieden High School

Remedial Plan Requirements	Number of Students/Monthly Service Hours/Criteria	Remedial Plan PYs	Relief @ 15%
Teacher High School & ELD minimum 11 + @ 12:1 over 132 students	Number of Regular Education Including EL Students 187	16	2.4
Teacher High School @ 1:10	Number of Special Program Students 103	10	1.5
Teacher High School @ 1:5	Number of Restricted Program Students 30	6	0.9
Teacher High School On Special Assignment 1 Per high school	For Coach/Mentor/Induction Program	1	0
Sr. Librarian or Teacher Librarian 1 per high school	For School & Law Library	1	0
Library Assistant 1 per high school with over 500 students	For Special/ Restricted Program Services	0	0
Teaching Assistant @ 1:12 for English learner services (EL) students + 2 for each restricted program	By Number of EL Students 57 By Number of Restricted Programs 1	7	1.05
Associate Governmental Programmer Analyst 3 per high school	For Scheduler, Assessment Coordinator & Education Data Management	3	0
Sr. Information Systems Analyst 1 per high school	For Education Network Management	1	0
Management Services	For High School Registrar	1	0

Technician 1 per school			
Offices Services Supervisor I 1 per high school over 500 students	For School Office Manager	0	0
Office Technician 1 per high school + 1 per high school over 500 students	For School Secretary/ Program Support	1	0
Office Assistant 2 per high school	For Program Support	2	0
Assistant Principal 2 per high school + 1 per high school @ 100 staff + 1 per high school @ 150 staff	For Academic, Special Program, Career-Technical & Pine Grove /Sacramento Parole Schools	3	0
Principal 1 per high school		1	0
Special Education Positions		0	0
Management Services Technician 1 per school	For Special Education Coordinator	1	0
Teacher Emotional/Learning Handicapped (Special Day Class Teacher) minimum 1 + @ 10:1 over 10 students	Number of Students with Special Day Class on IEP 59	6	0.9
Resource Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 675	7	1.05
School Psychologist minimum 1 + @ 1:104 service hours per month over 104 hours + 1 for restricted program +1 for Pine Grove & Sacramento Parole	By Monthly Service Hours on IEP 244	4	0.6
Language, Speech & Hearing Specialist minimum 1 + @ 1:104 service hours per month over 104 hours + 1 for Pine Grove & Sacramento Parole	By Monthly Service Hours on IEP 66	2	0.3
Teaching Assistant @ 1:1 for Special Day Class Teacher (SDC) & Resource Specialist (RS)	By Number of SDC Teachers 6 & Resource Specialists 7	13	1.95
Total Positions		86	10.65
Clinic Function Positions:			
Resource Specialist		1	0.15
School Psychologist		1	0.15
Language, Hearing & Speech Specialist		1	0.15
Management Services Technician		1	0

Teaching Assistants		0	0
Office Technician		1	0

Mary B. Perry High School

Remedial Plan Requirements	Number of Students/Monthly Service Hours/Criteria	Remedial Plan PYs	Relief @ 15%
Teacher High School & ELD minimum 11 + @ 12:1 over 132 students	Number of Regular Education Including EL Students 109	11	1.65
Teacher High School @ 1:10	Number of Special Program Students 90	9	1.35
Teacher High School @ 1:5	Number of Restricted Program Students 15	3	0.45
Teacher High School On Special Assignment 1 Per high school	For Coach/Mentor/Induction Program	1	0
Sr. Librarian or Teacher Librarian 1 per high school	For School & Law Library	1	0
Library Assistant 1 per high school with over 500 students	For Special/ Restricted Program Services	0	0
Teaching Assistant @ 1:12 for English learner services (EL) students + 2 for each restricted program	By Number of EL Students 35 By Number of Restricted Programs 1	5	0.75
Associate Governmental Programmer Analyst 3 per high school	For Scheduler, Assessment Coordinator & Education Data Management	3	0
Sr. Information Systems Analyst 1 per high school	For Education Network Management	1	0
Management Services Technician 1 per school	For High School Registrar	1	0
Offices Services Supervisor I 1 per high school over 500 students	For School Office Manager	0	0
Office Technician 1 per high school + 1 per high school over 500 students	For School Secretary/ Program Support	1	0
Office Assistant 2 per high school	For Program Support	2	0
Assistant Principal 2 per high school + 1 per high school @ 100 staff + 1 per high school @ 150 staff	For Academic, Special Program & Career-Technical	2	0
Principal 1 per high school		1	0
Special Education Positions		0	0

Management Services Technician 1 per school	For Special Education Coordinator	1	0
Teacher Emotional/Learning Handicapped (Special Day Class Teacher) minimum 1 + @ 10:1 over 10 students	Number of Students with Special Day Class on IEP 16	2	0.3
Resource Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 114	1	0.15
School Psychologist minimum 1 + @ 1:104 service hours per month over 104 hours + 1 for restricted program	By Monthly Service Hours on IEP 27	1	0.15
Language, Speech & Hearing Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP 41	1	0.15
Teaching Assistant @ 1:1 for Special Day Class Teacher (SDC) & Resource Specialist (RS)	By Number of SDC Teachers 2 & Resource Specialists 1	3	0.45
Total Positions		50	5.4
Clinic Function Positions:			
Resource Specialist		1	0.15
Teaching Assistant		1	0.15

Pine Grove (Satellite of James A. Wieden High School)

Remedial Plan Requirements	Number of Students/Monthly Service Hours/Criteria	Remedial Plan PYs	Relief @ 15%
Teacher High School & ELD minimum 7 + @ 12:1 over 80 students	Number of Regular Education Including EL Students 80	7	1.05
Teaching Assistant @ 1:12 for English learner services (EL) students	By Number of EL Students 12	1	0.15
Office Technician 1 per high school	For School Secretary/Program Support/High School Registrar/SPED Coord.	1	0
Special Education Positions		0	0
Resource Specialist minimum 1 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP	1	0.15
School Psychologist minimum	By Monthly Service Hours	0.5	0.08

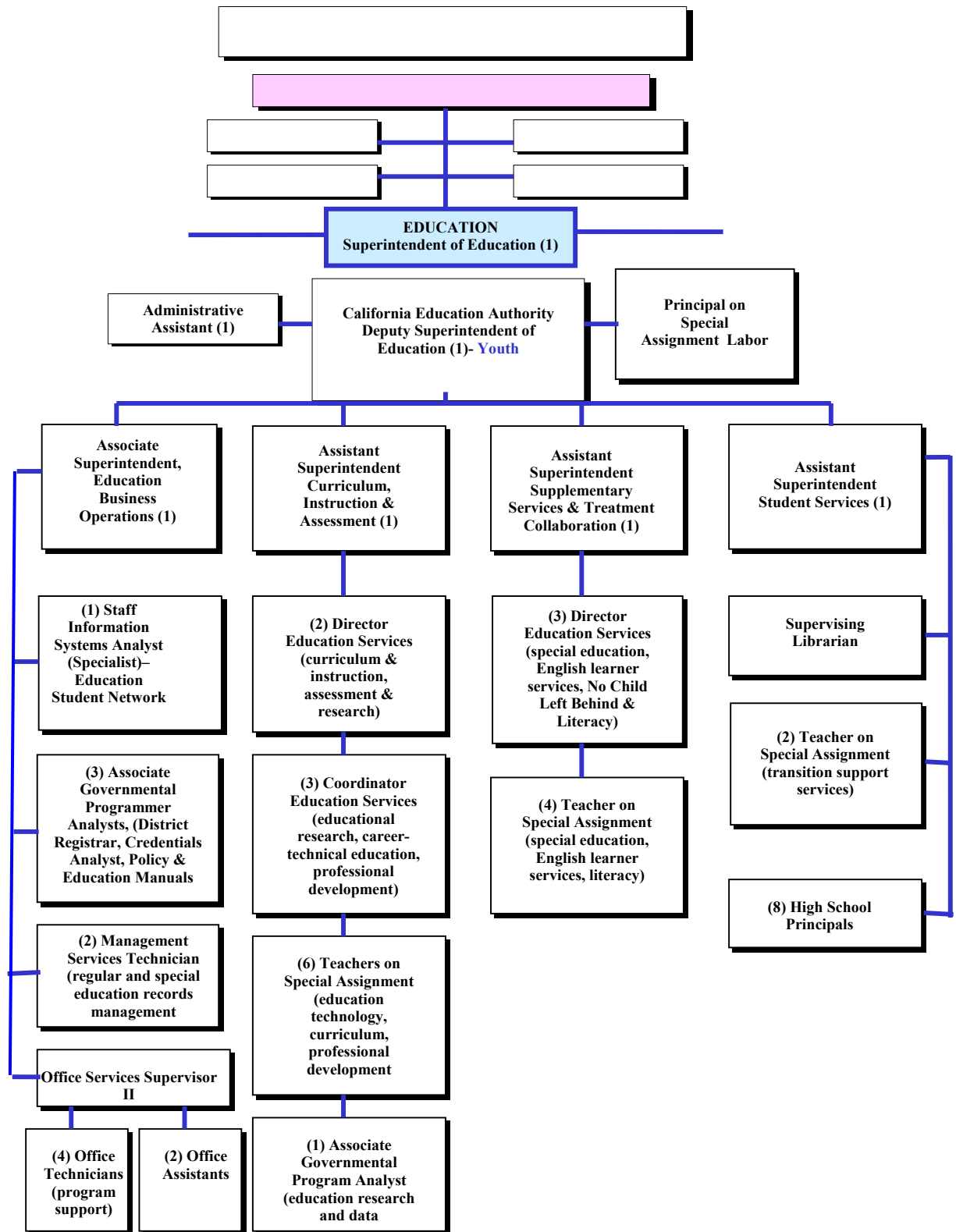
0.5 + @ 1:104 service hours per month over 104 hours PY at JAWHS	on IEP		
Language, Speech & Hearing Specialist minimum 0.5 + @ 1:104 service hours per month over 104 hours PY at JAWHS	By Monthly Service Hours on IEP	0.5	0.08
Teaching Assistant @ 1:1 for Special Day Class Teacher (SDC) & Resource Specialist (RS)	By Number of SDC Teachers 0 & Resource Specialists 1	1	0.15
Total Positions		12	1.66

Sacramento Parole School (Satellite of James A. Wieden High School)

Remedial Plan Requirements	Number of Students/Monthly Service Hours/Criteria	Remedial Plan PYs	Relief @ 15%
Teacher High School & ELD minimum 3 + @ 12:1 over 48 students	Number of Regular Education Including EL Students 40	3	0.45
Teaching Assistant minimum 1 + @ 1:12 for English learner services (EL) students over 12 students	By Number of EL Students 6	1	0.15
Office Technician 1 per high school	For School Secretary/Program Support/High School Registrar/SPED Coord.	1	0
Special Education Positions		0	0
Resource Specialist minimum 0.5 + @ 1:104 service hours per month over 104 hours	By Monthly Service Hours on IEP	0.5	0.08
School Psychologist minimum 0.5 + @ 1:104 service hours per month over 104 hours PY at JAWHS	By Monthly Service Hours on IEP	0.5	0.08
Language, Speech & Hearing Specialist minimum 0.5 + @ 1:104 service hours per month over 104 hours PY at JAWHS	By Monthly Service Hours on IEP	0.5	0.08
Teaching Assistant @ 1:1 for Special Day Class Teacher (SDC) & Resource Specialist (RS)	By Number of SDC Teachers 0 & Resource Specialists 1	1	0.15
Total Positions		7.5	0.99

** The level of support required to adequately perform administrative functions will be reassessed and modified as appropriate.

The general fund Prop 98 and Non-Prop 98 funding based on the above model and formulas needed for education staffing at the central office based on the projected July 2005 CYA population is shown on the following organization chart:



42 PYs

New treatment programs that include specialized or restricted settings shall incorporate adequate funding for each student's access to education based on the above pattern.

The CEA teachers' and specialists' total compensation shall be based on the total compensation paid to teachers and specialists, respectively, by the County Office of Education (COE) where the institution is located. The COE's teachers' and specialists' total compensation, calculated on a daily rate basis, shall be used as a basis of comparison to calculate an annual recruitment and retention (R&R) differential. This R&R differential shall be paid only to teachers and specialists who complete the academic year. An annual Academic Calendar shall be developed and approved by the Director of CYA. CYA/CEA management and supervisors shall be trained on the new Academic Calendar and School Day Schedule process and implementation. This shall be implemented pursuant to the Dills Act. This R & R differential also may be applied to Assistant Principals and Principals as necessary.

The Department, Agency and Administration support inclusion, maintenance and on-going use of resources in the state budget for education staffing that ensures student access to quality education. The Superintendent of Education will ensure that all instructional staff are appropriately assigned by the credential(s) they hold by aligning credentialed staff and course of study, negotiating the impact with CSEA and recruitment to fill positions by credential content areas. This is a continuing effort started in 2004 through the School Improvement Review process. The steps to accomplish this are as follows:

- Principals ensure each credentialed staff have completed a credential survey by March 2005
- Principals identify any misaligned instructional staff and report to Superintendent of Education by March 2005
- Superintendent of Education develops a credential alignment plan for the Director
- Director approves alignment plan
- Labor Relations notices the employee representative
- Personnel notices the affected employees if appropriate
- Labor Relations negotiated the impact with the employee representative
- Alignment plan implemented

A recruitment plan is in place, the Superintendent of Education has selected two recruiters and contracts will be established as necessary for recruitment services to engage with college and university teacher preparation programs, placement offices, professional organizations, and to conduct career fairs. A continuous testing process is in place and applications are reviewed each month.

This will ensure that credentialed faculty is of sufficient quantity and credentialed in the specific content areas or special service areas to provide the required core content and supplemental services to ensure there is the capacity to provide access. CEA must continue to meet the No Child Left Behind standards for teachers ensuring that each

teacher providing core content instruction is appropriately credentialed in that content area. Sufficient appropriately credentialed administrators lead, manage and support the delivery of quality education to each student in the CEA district.

Thus a student in a CEA high school enrolled at least 240 minutes each scheduled school day will receive the same annual hours of instruction as their counterparts in other California public high schools. There will be sufficient local and district administrative staff to provide the basic support to maintain a quality instructional delivery system including, but not limited to: data collection, management/supervision, and analysis to improve instruction; professional development; curriculum development; grants development and management; supplementary services management and continuous improvement monitoring and technical assistance.

EDUCATION SERVICES BRANCH CALIFORNIA EDUCATION AUTHORITY

III. STUDENT ACCESS AND ATTENDANCE

A. INTRODUCTION

Student access to educational services is the key to providing eligible students with an opportunity to complete their high school education and gain valuable training in job skill areas as well as insights into basic living and survival skills. All eligible students will have access to any educational programs and supplementary services necessary to ensure successful completion of all high school, vocational and life-survival skill courses. This conforms to the Mission of the California Youth Authority: to provide education, treatment and training delineated in Section I. Student access to educational programs is necessary for compliance with federal and state laws and Education and Welfare & Institution Codes, as well as CYA policies.

B. STUDENT ACCESS TO ACADEMIC AND VOCATIONAL EDUCATION AND LIFE SURVIVAL SKILLS

Access to educational services was an issue embedded throughout the educational experts' report. Specific items mentioned that impede access for students in the CYA were inadequate staffing levels, poor class attendance rates, closed classrooms, and restricted program settings where wards were not allowed access to a minimum 240-minute instructional day.

Currently, all California Education Authority (CEA) schools provide a comprehensive high school educational program based on the Model Content and Performance Standards of the California State Department of Education and subject area Frameworks. The curriculum includes core academic and career/technical preparation high school courses, GED preparation, basic skills enhancement, and college preparation. All curriculum presented to students is infused with values-based character education. Supplemental services include library services, special education, English learner services, basic skills enhancement including literacy, high school credit work experience, and community service. A goal of GED completion on a student's HSGP is dependent on the student's age (at least 17), academic achievement level (235 or better on the CASAS assessments), transition goals and if his/her length of stay will allow time to complete courses for a high school diploma. Additional non-proposition 98 funding is required to meet the educational needs (career/ technical preparation and college preparation) of the graduate population.

Prior to arrival, all student files are screened for possible special education history. As students arrive at CEA high schools, they are assessed and enrolled into appropriate educational programs within 4 school days of their arrival. At intake, basic academic and life skills are assessed. At the same time students are surveyed about their language

background, school needs and histories. This initial survey may serve as a basis for further testing to determine English Language Learning needs and to assist with appropriate placement into core curricular classes.

At program sites, within 4 school days of the student's arrival, high school registrars request transcripts from any prior school indicated in student surveys completed at the intake clinic high schools. This information is used to create each student's initial High School Graduation Plan (HSGP). As more information on each student arrives at the CEA high schools, programming needs are better defined. All future course placements are determined by need as indicated on updated transcripts. This information, as well as courses completed, is used for updating HSGPs every six months. In order for students to earn a high school diploma or its equivalent, each CEA high school must be able to provide access to an adequate number of instructional periods, scheduled school days and course offerings in each curricular area. Students that do not earn an average of five (5) high school credits each month, have poor attendance or school behavior problems are referred to the School Consultation Team (general education students), the Special Education Team (special education students) and/or the Case Conference Team (all students) process for evaluation and possible intervention plans.

An annual Academic Calendar shall be developed and approved by the Director of CYA by August 2005 and implemented by August 2006. This calendar includes a 220-Day Academic Calendar (two 90 day semesters, a 30 day summer session and 10 professional staff development days) and School Day Schedules (a minimum of 240 minutes shall be provided each scheduled school day) package that will ensure that each eligible non-graduate will have access to a minimum 240 minute school day for 49 days and a 330 minute school day for 161 days providing 64,890 minutes of instruction annually. Each high school's School Day Schedule will provide time for compensatory education services (make-up lost time due to class cancellations). Institutional program activities will be scheduled for students/wards during scheduled periods of non-instruction.

C. School Consultation Team (SCT)

The experts also stated that the CEA lacks uniformity in the identification and assessment of students who have not previously received special education services. The experts reported that even though the Student Consultation Team (SCT) would routinely identify students in need of service, SCT data revealed that students in restricted settings for extended periods of time rarely receive early identification and referral services.

An effective and fully functional SCT will consist of an interactive process by a team composed of the student, general education teachers, a school administrator, the referring staff member, and when appropriate, a living unit staff when behavior is the primary reason for the student's lack of progress in his overall school program or the reason for placement in a restricted program. The administrator responsible for special education services, with technical assistance by the SB 505 Team, will ensure in-service training is provided by April 2005 at each high school on SCT policy and procedures, including the use of standardized SCT forms, and staff's role and responsibilities in this collaborative process. A tracking system developed by April 2005 will document the effectiveness of

recommended interventions and provides verification that on-going progress reviews are conducted.

School administrators will collect data on the school's SCT activities each month in order to manage and evaluate their respective site's process. This data will be a part of the Principal's Monthly Report submitted to the Superintendent of Education. Together with the Facility Superintendent, the Principal will work collaboratively to correct deficiencies as needed.

D. ATTENDANCE AND CLASS CANCELLATIONS

The experts reported that a six month review indicated an average of 20-30% of wards were absent from school each day. The experts also noted that there were inaccuracies identified on some attendance reports and that wards in all main high schools were observed being pulled from general and special education classes to attend other programs. The experts further stated, "It is evident that education is not the primary focus during the school day." Teacher absences, the lack of substitute teachers, maintenance issues and security concerns are significant causes of class cancellations at all facilities. It was noted that class cancellations also contribute to the failure of the CYA sites reviewed to provide special education wards with access to a minimum 240-minute instructional day.

In order to retrieve accurate information on student attendance, the CEA has developed a Student/Ward Accountability Tracking (SWAT) system for tracking student enrollment and daily attendance in school. The system, created by a multidisciplinary team including Principals, Treatment Team Supervisors, facility Assistant Superintendents and Superintendents and the Deputy Directors of Institutions and Camps and Education Services, looks at all aspects of student movement into education programs and includes tracking information on class cancellations. This attendance system will be integrated into the current WIN database by July 2005 using the CYA and contract information technology staff. Each institution's management team is responsible for reviewing the monthly data from the SWAT Reports and using it to remove barriers prohibiting student access to the required minimum 240 minute instructional day.

The Superintendent of Education and the Deputy Director, Institutions and Camps will review statutes, regulations, policies, SWAT data and practices relating to access and attendance in education programs by July 2005. They will develop performance expectations approved by the Director for attendance and access by July 2005, update policy, regulations and procedures by December 2005 and department-wide training (including for those working in restricted settings) will occur by December 2005. While the final implementation date is December 2005, including policies and procedures, interim measures such as site implementation of a standardized SWAT process, data collection, monthly reporting, monitoring and corrective action plans are already in place at each site. Students will be expected to attend school each scheduled school day except for verified medical conditions or when the student is an immediate threat to the safety of him/her self or others. A memorandum of understanding will be developed by the

Director and signed by each affected Branch Deputy Director delineating a collaborative effort between education, custody and treatment will occur to ensure equal ward access to all programs. The Director and his/her Executive Team will monitor enrollment and attendance data quarterly from each site to ensure compliance with laws, codes, regulations, and policies regarding student attendance and access to education. Initially (April 2005), all facility superintendents and high school principals will present to the Director and his/her Executive Team their collaborative plan to remediate deficient student access and/or student attendance. After the initial presentation in April 2005 on a quarterly basis, schools with absence rates of 7% and higher will continue to make presentations and corrective action plans until the absence rate is below 7%.

A “program service day” is being developed by an inter-branch work group selected by the Director to be implemented by June 2005 that includes all components of ward services (education, treatment, medical, etc.). The School Scheduler will team with a Treatment Assignment Manager and will be the point person responsible for the whole “program service day” schedule, not just the school schedule or treatment schedule. Also, institutional teams will be required to develop incentives for increased school attendance (such as: BBQ's, Family Days, Pizza Days, carnival days, site-wide celebrations). Institutional program activities will be scheduled for students/wards during scheduled periods of non-instruction.

Each institutional management team will identify a program service day schedule by June 2005 that allows time for all treatment programs, educational programs, medical services, training and routine maintenance needs to be met during the work day/week without loss of mandatory program time. The education portion of the program service day will meet the Director's adopted School Day Schedule requirements to ensure compliance with education mandates. Except for emergency situations, as defined in the Restricted Program Manual, the scheduled education and treatment time shall not be used for other purposes. The Superintendent of Education will develop an Annual Academic Calendar by May 15th each year that includes a review of the Department's Master Calendar and provides for staff training. The Annual Academic Calendar will be reviewed by the Director's Executive Team (Chief Deputy and Branch Deputy Directors) and will be approved by the Director. The approved Annual Academic Calendar will include 44 Student Advising/Case Conference Days from the days that teachers and education specialists are scheduled to work and attend case conference. These Student Advising/Cases Conference Days will be included in the annual facility calendar developed by the facility Superintendent, High School Principal and the institution management team. Exclusive education and treatment time will insure student attendance and ensure education and treatment access mandates are met. With all teachers, instructors and specialists on the same schedule for work days and unassigned days class closures due to teacher absence for vacation will be eliminated. As minimum school staffing levels are met (including minimum levels for substitute teachers), class cancellations will be eliminated.

Increased staffing and instructional service hours will require additional and/or updated instructional space to ensure access for all eligible students. A new study of adequacy of instructional space based on increased staff and access to instructional services for each

eligible student shall be completed by May 2005. In 2004 the CYA adopted design criteria and construction standards for academic and career-technical classroom space. Major capital outlay funds were requested for instructional space in youth correctional facilities. Additionally, a review to determine the need for temporary space and identify any available funding to support instillation of portable classrooms will be completed by June 2005.

Access to education services will be readily available to those students on lockdown status longer than 72 hours (see also Section III, subsection E. *Restricted Settings*). Students assigned to restricted settings will have the same school day scheduled as the high school regular education program and will be scheduled for instruction and supplementary services individually or in small groups not to exceed 5 students. Students that are determined to be a danger to themselves or others (temporary detention) may not be served for the first 72 hours of temporary detention. If a student remains in temporary detention beyond 72 hours and it is determined that he/she can be served safely, education services will be provided. If a determination is made that the student continues to be a danger, the student can be placed in a restricted setting where full educational services will be provided. There will be additional instructional staff as described in the Section II; by 2007-08 instructional space is being developed/upgraded where possible, and portable instructional space will be purchased and installed.

As an integral part of the CYA treatment program each CEA high school shall use a structured positive behavior management system in each classroom or service provider area consistent with adopted treatment modalities to be implemented with training by December 2005. Within each high school there shall be an alternative behavior management classroom for early intervention short-term placements due to classroom or service area behavior problems.

Each high school has implemented a school improvement plan and a school improvement review process to reevaluate and adjust schedules and teacher assignments as student needs dictate. The planning and review processes are inclusive of the institutional community at large including restricted settings.

E. RESTRICTED SETTINGS

The experts reported that the most systemic factor impacting wards placed in restricted programs is CYA's failure to consistently provide all of these eligible students access to a minimum 240-minute instructional day. Education services to students on the restricted programs were found to be limited.

The IEP team will develop or will review and revise existing behavioral goals for special education students who are placed in restricted programs. Services to all general education and special education students in restricted settings are delivered in small classroom settings whenever possible.

General education and special education are required mandated services. Each non-graduate student is entitled to receive the minimum school day requirement of 240 minutes, including other supplementary services such as special education, English learner, etc. These services will be provided individually or in small classroom settings. A BCP for the 2005-2006 fiscal year was submitted by the Superintendent of Education requesting that each restricted program be staffed according to the appropriate staffing ratio of 5:1 to ensure a safe and secure learning environment. Staff assignments will be matched and aligned with specific course offerings as well as with credential authorizations.

High school administrators, along with their living unit counterparts, are responsible to include the following in supervising staff assigned to a restricted program:

- Use of a standardized format for reporting educational progress and data on students in a restricted program to the Principal and the Department Review Committee
- Use of a standardized questionnaire or checklist by high school administrators to ensure students in restricted programs are receiving their full complement of mandated educational services
- In-service training for all education and living unit staff assigned to a restricted program regarding policy, guidelines, staff roles and responsibilities
- Technical assistance from the SB505 Team (DOE, CSCE/CSUSB) process to assist in the development of guidelines and effective strategies and techniques, for students who are placed in a restricted program on a frequent basis
- In-service training and assistance provided by special education teachers and specialists for living unit staff with effective strategies and interventions in working with students with disabilities

EDUCATION SERVICES BRANCH CALIFORNIA EDUCATION AUTHORITY

IV. CURRICULUM

A. INTRODUCTION

Curriculum and instruction services are designed to improve student achievement for all students. California Education Authority (CEA) curriculum and instruction policies and procedures are based on Welfare and Institutions Code related to education in the Department of the Youth Authority and the California Education Code related to curriculum, instruction, and assessment. Education reforms at the state and federal levels have mandated higher academic standards for all students and redirected the K-12 emphasis toward increasing academic achievement to ensure future educational, career and labor market opportunities for all students.

B. CEA CURRICULUM DEVELOPMENT

The CEA has a *Curriculum Development and Review Plan and Procedure* manual to guide the process for curriculum development. The revised manual is aligned with California's standards-based education system. CEA uses the Content Standards for California Public Schools and the Curriculum Frameworks for California Public Schools published by the California Department of Education Press. The only areas where content standards are developed by CEA are for courses of study that do not have standards approved by the State Board of Education. In this event, standards are developed through a collaborative process using standards published by industry or professional associations. The Superintendent of Education oversees the curriculum process. The process is managed by the District Curriculum Committee (DCC) through Ad-hoc subject Curriculum Committees (ACC) using subject area expert Teachers on Special Assignment for these committees.

C. CURRICULUM GUIDES

The education experts noted that there is a need to complete the curriculum guides in the area of science and that the curriculum standards should be aligned with the California Department of Education academic content and performance standards. It was recommended that a system of electronic access be developed to ensure all staff have immediate access to the guides. The experts also suggested that a review of the mathematics requirements for graduation be conducted to ensure that course standards are equivalent to public school requirements.

The CEA has curriculum guides in English language arts, mathematics, social science, and is in the process of completing the science guide by June 2005 aligned with California's academic content standards adopted by the State Board of Education. A Career Technical Education Program Curriculum Guide covers the major vocational

programs taught in the schools. The guides provided content and performance standards and a process for instruction and assessment designed to improve academic achievement. Courses of study are developed to meet requirements for high school graduation or its equivalent. The core academic curriculum guides will be available electronically on the CYA Intranet by December 2005.

The Mathematics Curriculum Guide has been reviewed and aligned with the state requirements in mathematics for high school graduation. Ten credits in Algebra 1 are required for graduation. Geometry is recommended but not required.

The Science Curriculum Guide will reflect the revised standards of developing curriculum guides. It is based on the *Science Content Standards for California Public Schools* and the *Science Framework for California Public Schools* published in 2003.

CEA subject-matter curriculum specialists coordinate curriculum revisions and develop curriculum guides on a cyclical basis completing one major content area revision every two years.

D. INSTRUCTIONAL MATERIALS AND TRAINING

The experts recommended that all sites conduct a yearly inventory of textbooks and educationally related non-consumable supplies. They also noted that there is a need for library books and textbooks in the living units at all sites. The experts further recommended that an Educational Leadership Academy be developed to internally train potential educational leaders for the CEA. They stated that all educational leaders must possess appropriate credentials and skills thus necessitating ongoing training.

Unlike other public school students, CEA students receive no targeted funding for instructional materials. The Budget Change Proposal (BCP) is the process CEA uses to request additional funding. Within state and federal funding guidelines, CEA uses existing categorical funds to meet the instructional support needs of students.

CEA has a process for acquiring instructional materials. CEA has standardized the selection of instructional materials and equipment needed for all courses of study. Each site will complete an annual inventory, beginning August 2005 and annually, of the adopted instructional materials and needs assessment to determine if additional materials and equipment are needed. This information will be reported to CEA in advance of the annual budget cycle, so that budget augmentation for instructional materials funds can be written in a timely manner if no other funding is available. The Director has placed a priority on approving budget augmentations that impact curriculum and instructional services delivered to students.

Library books and textbooks will be made available to students on the living units to provide extended learning opportunities, for doing homework, and for providing resources for reading practice. The school librarian will maintain the inventory of these mini-libraries. For the purposes of standardization, Education Services Branch will identify the core books that will comprise the mini-libraries.

Funding for staff development related to instructional support services faces the same problem as funding for instructional materials. CEA will continue to develop and publish an annual training plan for the professional development and instructional support that is needed to improve student learning and achievement including an Educators Academy for all new professional and instructional support staff. Existing funding sources will be used to collaboratively plan for training needs that cross categorically funded programs.

Administrator training will be provided through participation in the California School Leadership Academy, which prepares school administrators to assume instructional leadership roles. CEA administrators will also participate in ongoing principal training provided at the quarterly scheduled Principal's Meetings and by local County Offices of Education. Teacher leaders will be developed through opportunities to work on special assignments and participate in training opportunities developed by CEA.

E. CAREER TECHNICAL EDUCATION PROGRAMS AND ADVISORY COMMITTEES

The experts also noted that Trade Advisory Committees should be implemented at each site and employability studies should be conducted to determine how well students are transitioning back to the community.

The Education Code requires all districts participating in a career technical education (CTE) program to appoint a CTE advisory committee to develop recommendations on the program and to provide liaison between district and potential employers. Each school site Principal will develop a trade advisory committee or its equivalent by May 2005 (meeting quarterly) to provide local support and input in district-level planning.

The CEA administrator responsible for career-technical education will conduct Internet surveys of the business occupational areas for CTE programs and develop a report for the Superintendent of Education by July 2005 and subsequently annually. A survey of the California Occupational Outlook Reports for San Bernardino County, Los Angeles County, Sacramento County, San Joaquin County, Ventura County, San Luis Obispo County, and San Francisco County provides information for vocational course planning.

The CEA administrator responsible for career-technical education will conduct annual career-technical job studies to determine the effectiveness of the CTE programs. The results of the studies will affect the career-technical programs that are provided.

F. EDUCATION TECHNOLOGY AND DISTANCE EDUCATION

The experts stated that technology hardware and software should be added at all sites to address the wide range of learning modalities and to enhance the curriculum.

CEA is increasing the use of computers to enhance the curriculum and provide and address a wider range of learning modalities. A separate student network at each high school/correctional facility connects classrooms, the library, and living units. An

automated library system will be installed at each high school providing tracking and easy access to library materials by June 2006.

CEA is careful to consider the conditions under which distance education is appropriate as a learning methodology for students. Distance-education courses for high school graduation meet Content Standards for California Public Schools.

A distance education delivery system provides opportunities for instruction in which the teacher and the student are in different locations and interact through the use of computer and communications technology. Global Classrooms will be available at each site by June 2006 to connect teachers and students for synchronous academic instruction when the needed courses are not available otherwise and to provide instruction to remote locations such as restricted programs. The Corrections Learning Network, a distance-learning format using broadcast instruction, provides General Education Development and workforce preparation courses. The use of online courses to provide instruction depends on overcoming security barriers. A pilot is in place at the NA Chaderjian High School. A contract was signed in September 2004 to develop distance-learning capabilities at each CEA high school. The project is scheduled for full implementation by June 2005; in the meantime, an "internet simulation" is available on the student network.

Distance learning will be one method used to accommodate student needs in those hard-to-recruit subject areas such as science and math. Distance learning will not exempt restricted programs from the use of instructional staff to provide direct support services to students.

G. CLASSROOM OBSERVATIONS

The experts reported that even though CEA Policy 4130: Instructional Practices calls for unit instructional plans to include course syllabi, units of instruction, and lesson plans, many of the teachers visited were not using lesson plans, did not have standards posted and/or a course syllabus available for review.

At least quarterly classroom observations will be conducted by school administrators and for the School Improvement Review process. The observations will be based on a rubric for Classroom Observation that will be revised to align with the *California Standards for the Teacher Profession (CSTP)*.

The observation process will include an analysis of classroom productivity by examining samples of student work for alignment to standards and time on task. Evidence for instructional planning will include use of written lesson plans, instructional maps, and/or units of instruction. Students will know what is expected of them by receiving a course syllabus or course outline that describes the course content and requirements. Each classroom will have posted standards and benchmarks for the courses taught with examples of student work that meets and exceeds the standards and benchmarks.

H. CURRICULUM AND INSTRUCTION SUPPORT

The CEA response to the No Child Left Behind Act is a five-year strategic plan and a Comprehensive Reading Initiative to improve the quality of instruction in reading/language arts and mathematics.

The CEA Plan is built on five performance goals: Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014; Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics; Goal 3: By 2005-2006, all students will be taught by highly qualified teachers; Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning; and Goal 5: All students graduate from high school. Benchmarks for Goal 1 are: implement a reading literacy program (2004-2005), implement a mathematics literacy program (2005-2006), align instruction with content standards (2004-2006), utilize standards based instructional materials (2004-2006), and provide staff development aligned with standards based instructional materials (2004-2006).

The first phase of the plan implemented at each high school by June 2005 addresses the reading/language arts curriculum. The CEA Literacy and Language Arts Program addresses the needs of all learners through a state adopted reading intervention program and a literacy-based core high school literature and language arts program. The two standardized programs are based on current and validated research using a systematic approach to explicitly teach the California reading/language arts standards. Each program contains multiple resources and uses methodologies for teaching English learners, special education students, and struggling readers. The Literacy and Language Arts program is based on an integrated, leveled-learning model that addresses student learning needs based on diagnostic placement testing, progress monitoring, and summative assessment to validate student achievement. Students are placed with peers who are at the same learning level with the most highly qualified teachers for that level. Intensive teacher training in the delivery of the sequenced and structured programs accompanies each program. Reading materials are provided in Library Media Centers and on the living units to support independent reading. Study time is provided on the living units outside of school time to practice reading skills and develop an appreciation for reading. The Superintendent of Education is also committed to a literacy-based approach to science and social science curricula as each content area is revised in the curriculum cycle to ensure students have multiple opportunities to develop the academic language, reading, and writing skills needed for passing the CAHSEE and earning their high school diplomas.

The next phase of the strategic plan is to implement the same plan and process for mathematics by June 2006. The Mathematics Program consists of a mathematics intervention program and a core high school mathematics program designed to address student-learning needs based on diagnostic assessment. State adopted standards-based instructional programs and teacher training to deliver the programs are major parts of the implementation process.

I. POLICY MANUALS

The experts recommended that all staff have access to current and complete educational policies with consideration given to statewide electronic access.

Education policies will be kept current and complete. All CEA policies referenced in the remediation plan are in review and will be revised to reflect the reorganization of the Department of Correctional Services, proposed changes in operations and changes resulting from the budget process. All staff members will have electronic access to educational policies through the CYA Intranet by June 2006. The Special Education Policy Manual will be approved and in place by September 2005. The School Improvement Review process provides monitoring to ensure compliance with education policies and procedures.

EDUCATION SERVICES BRANCH CALIFORNIA EDUCATION AUTHORITY

V. SPECIAL EDUCATION SERVICES/RECORDKEEPING

A. INTRODUCTION

Compliance with the federal mandate Public Law 102-119, known as the Individuals with Disabilities Education Act (IDEA), requires that the school district or local educational agency provide special education and related services to all disabled children at no cost to the parents.

Special education services are provided to eligible students in support of their main high school core curriculum and IEP goals. A team process consists of analysis and review of a student's assessment results, classroom work samples and behavior observations to determine eligibility under one of thirteen federal categories of disability or impairment. Services provide differentiated or specialized instruction, which addresses the student's disability and the best program or service to support his/her classroom performance in the general education curriculum. The full continuum of special education services is available at each CEA high school site (including satellite programs).

B. PROGRAM SUMMARY

March 2004 data reveals that 27% of the non-high school graduates are identified as special education students (929 of 3400). Seventy-eight percent of the 929 students require more than one special education program or service as designated on their Individualized Education Programs (IEPs). The majority of incoming special education students have been identified prior to entry into the Youth Authority system.

The Search and Serve process identifies all students entering the Youth Authority with a history of special education. (See attachment of Flow Chart with the Education Intake Process description.) The Intake and Court Services Unit verifies the receipt of IEPs of incoming juvenile commitments designated as special education or an individual with exceptional needs per Welfare and Institutions Code statute. Screening of IEP documents at intake by designated education staff determines which course of action occurs next:

Code 1 – The IEP is current and requires the CEA to implement services as indicated on the IEP or interim placement in comparable services. An IEP review meeting convenes within 30 days of arrival. Students are enrolled in general education classes and special education services within four (4) school days of arrival.

Code 2 – The IEP is due or overdue for a three-year re-assessment. A multidisciplinary team develops an assessment plan that is included in the

notification packet to parents for review and approval. The IEP team convenes within 50 days from receipt of the parent's consent for assessment. Students are enrolled in general education classes and special education services within four (4) school days of arrival.

Code 3 –Students entering without a verified history of special education placement-are enrolled in general education classes within four (4) school days of arrival. However, if academic performance and/or behaviors emerge that negatively impact their ability to progress; students may be referred to the School Consultation Team or directly to special education.

Qualified and trained assessment personnel administer a variety of test instruments in the specific areas identified in the approved assessment plan designed to address all areas of the known or suspected disability. When it is determined that standardized testing is not appropriate, alternative assessment will be described on the assessment plan. Test data and the analysis of the results are summarized in a standardized written report format. Parent notification, assessment reports and the IEP document form the basis of the special education student records file. The complete file is transferred to the receiving school for full implementation of the IEP within five school days of arrival.

The development of goals and objectives ensures that student needs are addressed and progress is monitored according to benchmarks indicated on the IEP. The least restrictive environment, using the full range of the inclusion continuum, is a primary consideration when identifying the specific program and/or service that best meet the student's specific needs. The delivery of services is the responsibility of general education teachers, special education teachers and specialists along with paraprofessional or support personnel as designated on the IEP. School administrators monitor the implementation of services to ensure eligible students are receiving a free appropriate public education (FAPE).

The continuum includes placement options as follows and includes the full range of time, frequency and duration within each option:

- Special Day Classes (SDC) – Services for students who need the most intensive and structured environment due to their behavior and/or severity of their disabilities
- Resource Specialist Program (RSP) – Services for students who are integrated into the general education curriculum for the majority of their school day and require support in their general education classes
- Designated Instruction Services (DIS) – Support services such as Language, Speech and Hearing services, Counseling, Adapted Physical Education, etc.
- General Education Classrooms – Services for students in the general education classroom setting through the use of accommodations and modifications provided by the general education teacher, along with support, consultation and/or collaboration by special education personnel as designated on the IEP

These services are provided to all eligible students, including those assigned to restricted settings.

C. CLINIC INTAKE PROCEDURES

In the area of testing and assessment for wards with cognitive and learning disabilities, evaluations developed were sometimes lacking information necessary to make informed educational decisions. It is common for a student to be transferred from the diagnostic facility with incomplete assessment data, which results in increased workloads at the receiving institutions.

To ensure a high quality intake process, assessment practices and products will be updated and standardized for the three reception centers-clinics by August 2005. In-service training to both clinic and receiving school personnel will provide the guidance and assessment tools for implementation of established policy and procedures. The training will include monitoring tools for school administrators at the clinics in evaluating whether their respective processes and products meet quality and quantity standards established by CEA. School administrators will report assessment completion rates as well as other data to the Superintendent of Education on a monthly basis. The process began in October 2004 and will be implemented by August 2005; however, the county intake process will be completed by December 2005.

Based on a memorandum of understanding approved by the Director and signed by the Deputy Director, Institutions and Camps and the Superintendent of Education, CEA, along with the clinic administrators, will work collaboratively with the Intake and Court Services Unit to ensure compliance with regulations regarding the provision of IEPs prior to the acceptance of the physical custody of the juvenile. Such collaboration may require periodic meetings with County personnel.

D. INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

According to the experts, the CEA has not been able to ensure full compliance at each site with the development and implementation of IEPs. Deficiencies cited in this area include inconsistencies in several mandated components of IEP development, review of student progress and implementation issues related to the time, frequency and duration listed on the IEP.

In-service training starting December 2004 and ongoing will be provided to education, treatment and custody staff. In support of serving special education students in all facility settings the administrator responsible for special education will ensure training for treatment and custody staff will be provided through the existing block training process. Special education training will include policies and procedures, respective roles and responsibilities, and guidance in the following compliance areas:

- ☐ Alignment of goals/objectives
- ☐ Periodic progress or benchmark reviews
- ☐ Consideration of the least restrictive environment (LRE)
- ☐ Transition services
- ☐ Accommodations and modifications in the general education classroom
- ☐ Compensatory services

- ❑ Accommodations and modifications in the living unit and treatment settings

Each special education service provider will document students' progress according to the dates identified on his/her IEP goals and objectives. In-service training will provide staff with standardized formats, procedures and explicit directions for documentation, including the requirement by general education teachers to document the accommodations and/or modifications to the core curriculum that are provided in the general education classroom by March 2005. The Principal's Monthly Report will report this data to the Superintendent of Education for monitoring and review.

Each Principal will monitor at least monthly using the special education data reports the timely review of IEPs, ensuring that each IEP is reviewed at least annually and more frequently as needed. Re-assessment or triennial assessments will be conducted within the three-year timeline established by state and federal regulations.

Compensatory special education services will be provided whenever such services are missed during the week or period of service delivery as designated on the IEP. Policy requires that all special education personnel meet their respective service time as delineated on IEPs, and that all school administrators ensure that appropriate staff are available and scheduled to deliver such services. Monthly service provider reports will provide data that measures whether personnel are meeting established criteria and provide administrators monitoring tools from which to manage local and regional staffing resources. If gaps of missed services occur, or are projected to occur, due to the lack of substitute coverage, and such services cannot be made-up during the course of the week or designated period of time, the administrator will initiate a plan for compensatory services. Notices regarding the implementation of such services will be provided to parents and adult students.

Other monitoring tools developed by the SB 505 Team (CEA, The Center for the Study of Correctional Education CSUSB, and California Department of Education) for both district and site administrators will be in place to ensure that below-standard performance is remedied through a corrective action plan.

The Education Stakeholders Committee, established by August 2005 (quarterly meetings), will consist of departmental, other interagency participants, and community members, including parents of CEA students. This committee acts as an advisory body to the Superintendent of Education and the Department's Executive Team that will serve as CEA's governing "school board." The advisory entity meets federal and state compliance requirements for a community advisory committee. This committee will contribute to the development and review of CEA's special education local plan as well as provide recommendations on how special education services can best meet the needs of students with disabilities. This committee will provide an open and public forum to ensure student educational needs are addressed while in a Youth Authority setting.

E. Monitoring of special education compliance procedures

Each CEA school will maintain multiple copies of the Special Education Policy and Procedures Manual for use and ready access by staff and school administrators. Annual training will include compliance requirements, procedural updates, guidance along with specific examples of best practices, implementation issues, etc.

To address on-going monitoring efforts, the Regional Program Specialists will conduct at least quarterly site reviews of schools on a rotating basis as part of the CEA Master Calendar schedule. More frequent site reviews will be necessary to establish compliance and can be reduced to quarterly as maintenance of effort is assured. Program Specialists will use a standardized protocol, developed by CDE, as the primary monitoring tool. Compliance reviews by site school administrators will be a routine part of their required monthly duties. Each school will develop a corrective action plan to address any non-compliant items. Progress on the corrective action plan will be submitted to the Superintendent of Education for review and monitoring. Beginning July 2005 each school will conduct on at least an annual basis an “educational benefit” exercise with one or more IEP cases. School administrators will lead special education and general education staff in this interactive process that reviews a student’s progress over a three-year period of time.

Training will be provided to all education staff and administrators; treatment and custody staff and administrators as appropriate and other stakeholders as appropriate starting July 2005. Training will use the approved Special Education Manual, approved forms and data collection systems. The frequency of the training scheduled will be dependent on the each individual’s role in the process and may vary from quarterly to annually.

References:

Education Services Branch Manual, Section 4340

Composite of Laws (specifically Education Code, Section 56300-56385)

Public Law102-119, known as the Individuals with Disabilities Education Act (IDEA), Part B (34 CFR Parts 300 and 301 and Appendix C) – website: www.kidstogether.org/IDEA

Welfare and Institutions Code, Section 1742

EDUCATION SERVICES BRANCH CALIFORNIA EDUCATION AUTHORITY

***VI.* CALIFORNIA HIGH SCHOOL EXIT EXAM**

***A.* INTRODUCTION**

The purpose of the California High School Exit Exam (CAHSEE) is to ensure that students who graduate from high school can demonstrate grade level competency in reading, writing, and mathematics. Commencing with the 2005-2006 school year, no public school student in California will receive a high school diploma without passing the CAHSEE. The State Board of Education (SBE) was allowed one postponement of the CAHSEE. However, state law does not allow the SBE to provide any further postponements.

Each eligible student in the CYA shall have access to each mandated educational assessment and shall be provided the appropriate accommodations required in the student's IEP.

***B.* CONTENT**

The CAHSEE has two parts: English-language arts (ELA) and mathematics. The ELA test addresses reading content standards in grades 8, 9 and 10. The mathematics test addresses content standards in grades 6 and 7 (including a grade 7 measurement and Geometry strand), and Algebra 1. The grade 7 measurement and geometry strand introduces basic geometry. Because the geometry concepts on the Exit Exam are basic, the geometry standards are included in the CEA's math curriculum guide Algebra I course. Therefore, students are taught basic geometry concepts in their Algebra I course and have access to additional geometry information in the follow-up study guide given to all students.

***C.* TESTING**

Students have multiple opportunities to pass the CAHSEE. Testing for 10th grade students resumed in 2004. During the 2004-2005 school year 10th and 11th grade students who have not already passed the CAHSEE will be tested. The California Education Authority (CEA) has participated in all prior CAHSEE testing and continues to test students in preparation for the exit exam requirement. CEA students graduating during the 2005-2006 school year and thereafter are required to pass the CAHSEE to earn a high school diploma.

In the meantime, CEA uses the Comprehensive Adult Student Assessment System (CASAS) tests in reading and mathematics and a CEA developed writing test to determine grade level proficiency for graduating students.

D. TEST VARIATIONS

Students must be allowed to take the CAHSEE with any accommodations and modifications that are specified in their Individual Education Program or Section 504 Plan for use on the CAHSEE, standardized testing, or for use during classroom instruction and assessment. Test variations are also available to English learners who regularly use them in the classroom. Students who are eligible for test variations must adhere to the California Department of Education (CDE) guidelines for test variations.

Prior to the testing period, all students with identified test accommodations and modifications are identified and assessment coordinators will ensure testing variations are followed as outlined by CDE.

E. WAIVER PROCESS

Students who take one or both parts of the CAHSEE with a modification and receive the equivalent of a passing score are eligible for the waiver request process. The local school governing board may grant a waiver if the principal is able to certify that the student has met the three conditions stipulated by the SBE. Students who are eligible will be granted waivers based upon the process as outlined by SBE (State Board of Education Policy #01-07).

F. REMEDIATION

Schools are required by law to provide remediation to students who are at risk of not graduating from high school. Currently, released test questions from previous tests and CAHSEE teacher guides are available. Each school has access to the released test items and the guides for teachers to use in their class instruction and review lessons. The principal at each site has developed a plan to track student progress on the CAHSEE and provide direct remediation for any student who has failed one or both sections of the test.

G. MONITORING

Each site is monitored through the School Improvement Plan/School Improvement Review process for implementation of the Literacy and Language Arts Program and the Mathematics Program. Student achievement on the CAHSEE is monitored and evaluated. School Improvement Plans address efforts to improve student achievement in reading, writing, and mathematics.

H. ALTERNATIVES TO THE CAHSEE

Students who are unable to pass the CAHSEE have additional options. Students may also take the General Education Development (GED) test or the California High School Proficiency Examination (CHSPE). CEA provides students with opportunities to pursue these high school equivalency certificates. Students unable to achieve a high school diploma or pass an equivalency test are awarded a Certificate of Course Completion in lieu of a high school diploma.

OFFICE OF EDUCATION SERVICES-YOUTH CALIFORNIA EDUCATION AUTHORITY

DEFINITIONS

Average Daily Attendance (ADA)-the average number of students attending school.

California Department of Education (CDE)-The state agency that monitors all school districts in the state of California.

California Education Authority (CEA)- California Youth Authority's "district" name for its correctional education authority (Welfare and Institutions Code,)

California State Employee Association (CSEA) - the designated union for employees in education.

Career technical education (CTE)-vocational classes in the CEA high schools

Cross-cultural, Language, and Academic Development (CLAD)-the certification issued by the Teaching Credentialing Commission for those who are certified in teaching students whose primary language is not English.

Designated Instructional Services (DIS)-related services to support the student's primary educational placement; includes Speech/Language, Counseling, deaf interpreter services, etc.

Education Services Branch (ESB)-the branch of California Youth Authority with overall responsibility of educational services to students

English Learner (EL)-students whose primary language is other than English.

Free appropriate public education (FAPE)-term that defines entitlement of services under federal law to eligible students under the Individuals with Disabilities Education Act.

Focus on Education and Treatment (FEAT)-the California Youth Authority initiative that designates the collaboration of treatment and education.

High School Graduation Plan (HSGP)-a summary plan of number of credits/services developed for each student at intake and updated at least twice each year

Individualized Education Program (IEP)-a document developed by a team for an eligible student which includes the specific goals and objectives based on stated needs, special education programs and services, transition activities, and other required elements.

Individuals with Disabilities Education Act (IDEA)-Federal legislation signed in June 1997 which outlines the requirements for local education agencies to provide services to eligible students meeting eligibility criteria, and provides guidelines for parent participation and notification, assessment procedures, and IEP development.

Language, Speech & Hearing Specialist (LSHS)-a designated instructional service designed to meet the needs of students who may have impairments in speech, auditory processing, memory, hearing, etc.

Management Services Technicians (MST)-or coordinators of special education services the support personnel assigned to track paperwork and timelines for special ed students; acts as “custodian” of special education records

No Child Left Behind (NCLB)-Federal legislation signed in 2001 that requires stronger accountability, greater flexibility and local control, enhances parent choice and emphasizes effective teaching methods.

Resource Specialist Program (RSP)-a special education service designed for students placed in general education classrooms for the majority of the school day and who require academic/behavioral support

District Curriculum Committee (DCC)- The CEA committee responsible for all curriculum development and implementation. The DCC manages the work of each subject area Ad hoc Curriculum Committee.

Science Ad hoc Curriculum Committee (SACC)-the CEA committee responsible for aligning the science curriculum with the state standards.

School Consultation Team (SCT)-the CEA version of a Student Study Team, consisting of general education teachers and administrators who meet to brainstorm interventions to address a particular student’s needs. Special education personnel may act in the role of consultants at these meetings.

School Improvement Plan (SIP) - the CEA’s plan for school improvement.

School Improvement Review (SIR)-the CEA’s annual review process of the school improvement plan.

Senate Bill 505 (SB 505)-Urgency legislation that was signed in October 2001 to create an interagency entity for the purpose of ongoing monitoring, training and technical assistance. The entity consists of the California Youth Authority, the California Department of Education and the Center of the Study of Correctional Education located at California State University, San Bernardino. Legislation is in effect until the end of December 2006, unless extended legislatively. (See attachment for SB505 description)

Special Day Class (SDC)-a self contained special education classroom/service designed for students who require more structured, intensive services and differentiated instruction due to the severity of their disability (academically and/or behaviorally), this is the most restrictive program placement in the continuum of special education services

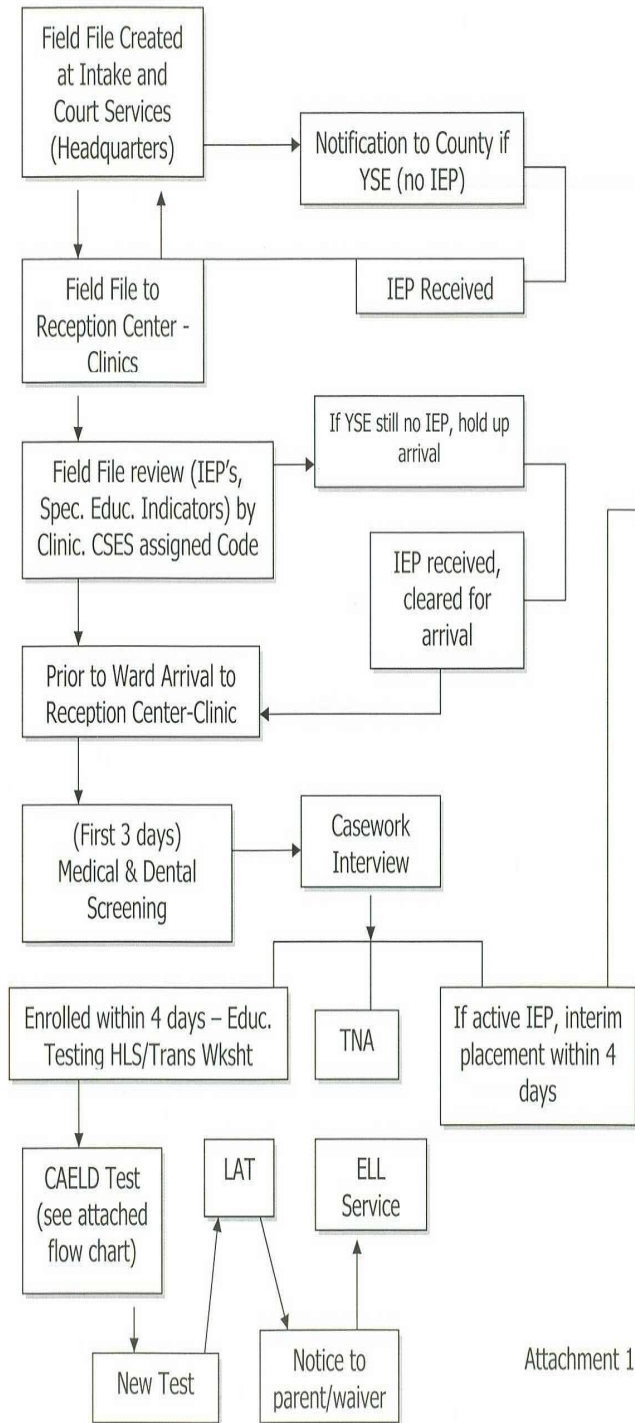
Specially Designed Academic Instruction in English (SDAIE)-a certificate which authorizes persons to instruct students with diverse language backgrounds.

Student/Ward Accountability Tracking (SWAT)-the California Youth Authority's system and process which tracks and accounts for the presence and absences of students in school

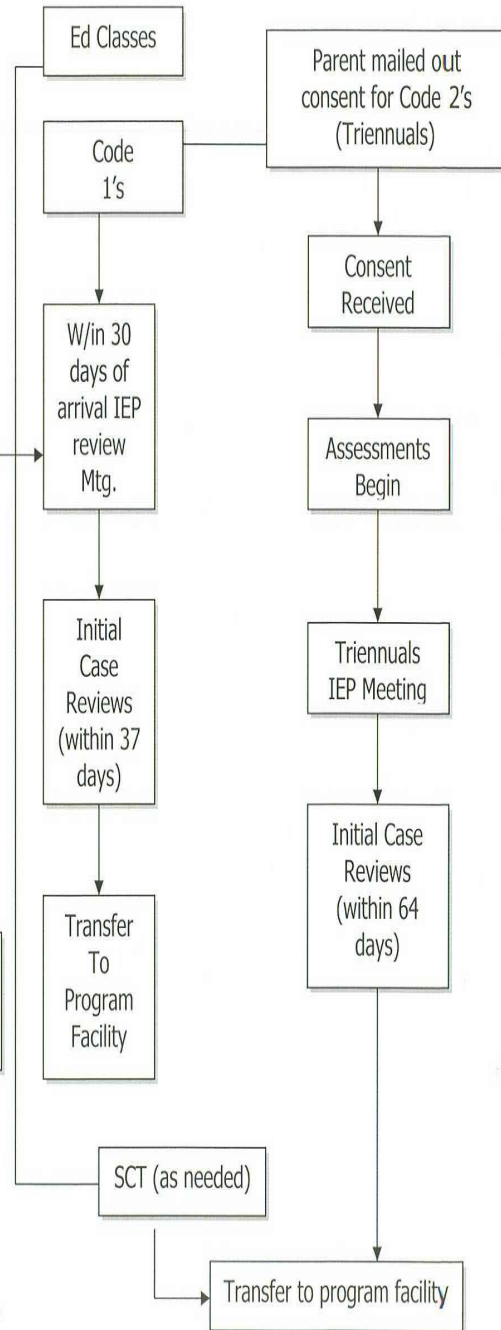
Western Association of Schools and Colleges (WASC)-the governing body that authorizes accreditation to schools and colleges.

WIN database (WIN2k)-the automated ward/student information system that stores information such as student profiles.

PRIOR TO WARD ARRIVAL TO RECEPTION CENTER-CLINICS:



NEW COMMITMENTS/RECOMMITMENTS/COURT REFERRALS/DIAGNOSTIC PLACEMENTS:



Attachment 1

